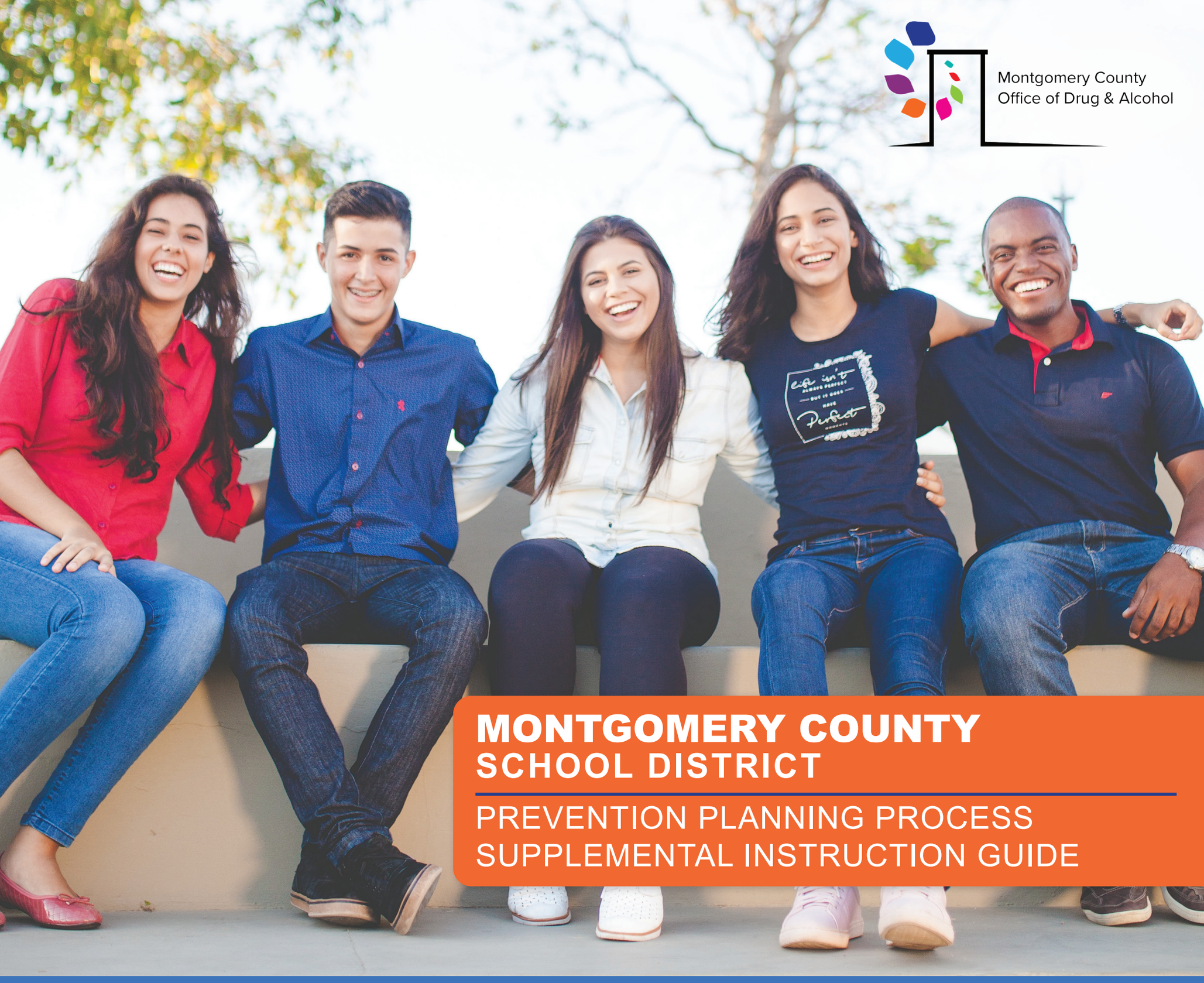
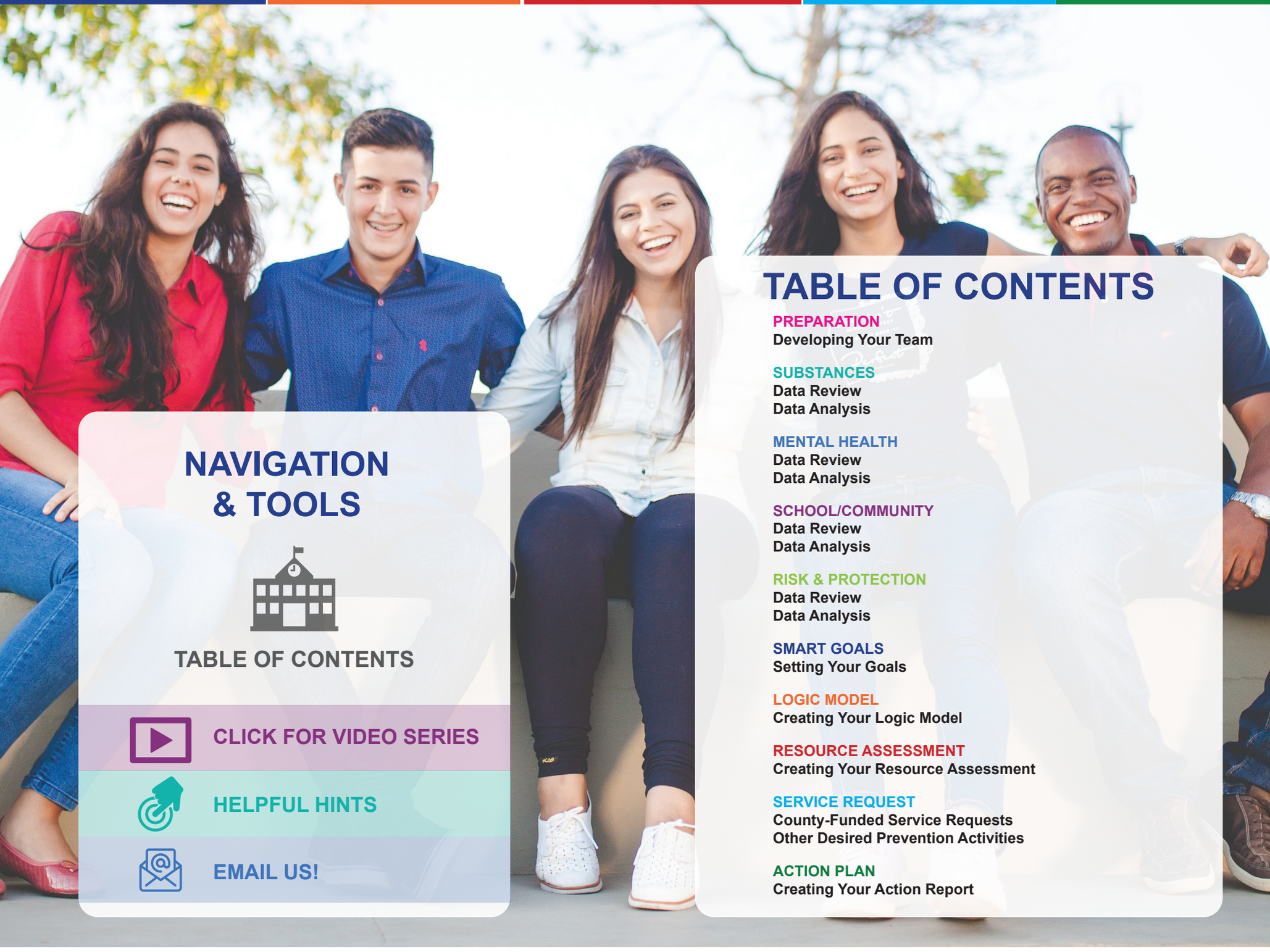


Montgomery County
Office of Drug & Alcohol

MONTGOMERY COUNTY SCHOOL DISTRICT

PREVENTION PLANNING PROCESS SUPPLEMENTAL INSTRUCTION GUIDE

HELPING MONTGOMERY COUNTY SCHOOL DISTRICTS PUT THEIR PAYS TO WORK!



NAVIGATION & TOOLS

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PREPARATION

Developing Your Team

Include content experts from different areas of your district to assist with data analysis and service planning; these can include such personnel from areas such as:

- District Data Collection
- Student Services
- Student Assistance Programs
- Building-Level Administration
- Prevention Services Providers

School District (SD) Name:	ABC School District
SD Contact Name:	Team Leader Information Here
SD Contact Phone:	
SD Contact Email:	

Assessment Team

Member Name	Agency/Organization	Roles/Responsibilities

PAYS Participation

	School District 2017			School District 2019			School District 2021			Montgomery County 2021			State 2021		
Grade	Surveys	Enrolled In All Schools*	Modified Participation Rate	Surveys	Enrolled In All Schools*	Modified Participation Rate	Surveys	Enrolled In All Schools*	Modified Participation Rate	Surveys	Enrolled In All Schools*	Modified Participation Rate	Surveys	Enrolled In All Schools*	Modified Participation Rate
6	663	676	98.1	424	657	64.5	417	657	63.5			#DIV/0!			#DIV/0!
8	601	611	98.4	607	654	92.8	598	654	91.4			#DIV/0!			#DIV/0!
10	526	572	92.0	517	613	84.3	497	613	81.1			#DIV/0!			#DIV/0!
12	451	585	77.1	505	591	85.4	510	591	86.3			#DIV/0!			#DIV/0!
Total	2,241	2,444	91.7	2,053	2,515	81.6	2,022	2,515	80.4			#DIV/0!			#DIV/0!

*Enrollment in this table refers to the number of students enrolled in all schools in the district, county or community that were eligible to participate in 2017/19 PAYS, even if they did not participate.

VIDEO TUTORIAL
What's the Planning Process All About?

VIDEO TUTORIAL
Getting Started Using Your Needs Assessment Tool

HELPFUL HINTS

- When planning out how your team will complete the process, decide on a desired completion date and work backwards setting team meeting dates and completion goals
- Have team members review instructional videos before beginning each section
- Reach out for Technical Assistance as needed

SUBSTANCES

Data Review

These tabs provide an opportunity to review your school district data across multiple years. The numbers are colored to match their administration year with the numbers in the top 3 rows representing the total score for your district, Montgomery County, and the State.

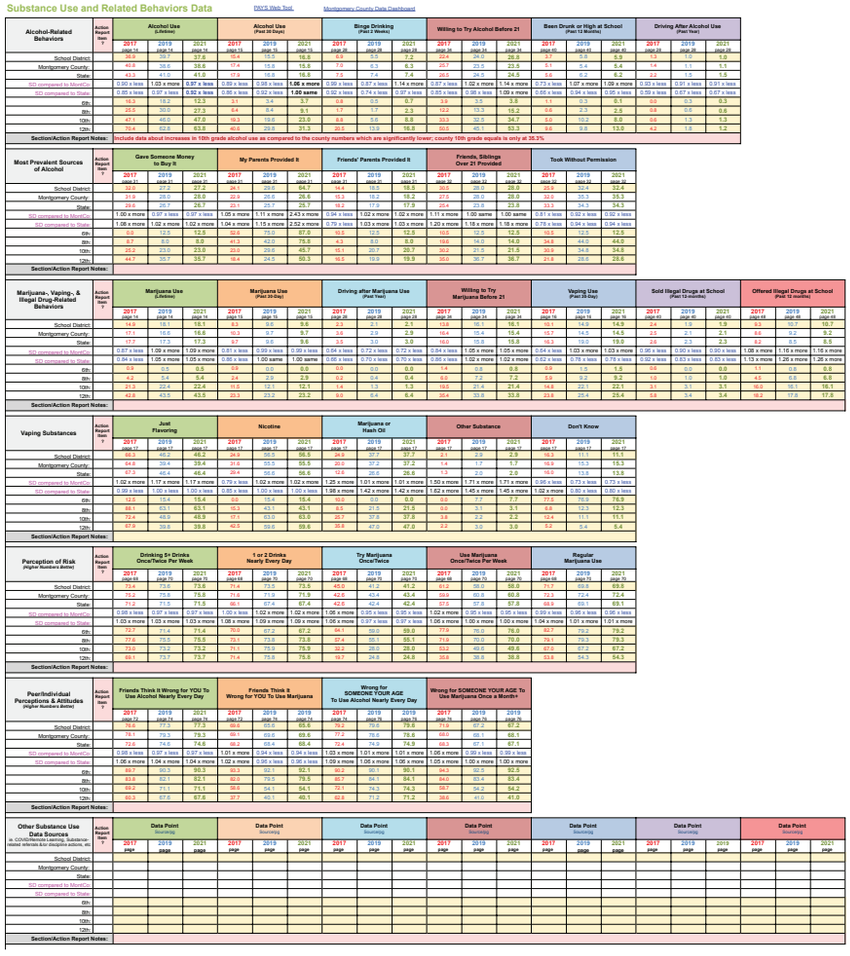
While the total number is important to understand, exploring grade-level data will help you better understand where the highest need lies and we suggest that your priorities be focused on grade-level as much as possible. We suggest that you also dive more deeply into the data by exploring trends at different grade levels. This data can be found on the PAYS referenced pages found under the administration year cell.

To gain a better understanding of each data point, your team is encouraged to review the questions that were included in the survey. A list of questions can be found at the beginning of each section of your PAYS report.

The figure that appears in the SD compared to MontCo/State rows indicate how much more- or less-likely your school district is to be experiencing a particular behavior or issue, as compared to the county/state figure. When your school district rate exceeds that of the county/state, the comparison cell will auto-highlight in one of the following ways:

- Yellow = Lower-risk
- Orange = Moderately higher-risk
- Red = Higher-risk
- Blue Lettering/No highlight = Statistically similar

You are welcomed and encouraged to include supporting data from other sources than the PAYS, but including additional data is optional.


Substance Use and Related Behaviors Data

PAYS Web Tool | Montgomery County Data Dashboard

Alcohol-Related Behaviors	Alcohol Use (Lifetime)			Alcohol Use (Past 30 Days)			Binge Drinking (Past 2 Weeks)			Willing to Try Alcohol Before 21			Been Drunk or High at School (Past 12 Months)			Driving After Alcohol Use (Past Year)		
	2017 page 14	2019 page 14	2021 page 14	2017 page 15	2019 page 15	2021 page 15	2017 page 16	2019 page 16	2021 page 16	2017 page 20	2019 page 20	2021 page 20	2017 page 40	2019 page 40	2021 page 40	2017 page 41	2019 page 41	2021 page 41
School District	36.9	39.7	37.6	15.4	15.5	16.8	6.9	5.0	7.2	22.4	24.0	26.3	5.7	5.8	5.9	1.3	1.0	1.0
Montgomery County	40.8	38.6	38.6	17.4	15.9	15.9	7.6	6.3	6.3	25.7	23.8	23.9	5.1	5.4	5.4	1.4	1.1	1.1
State	43.3	41.0	41.0	17.9	16.8	16.8	7.5	7.4	7.4	26.0	24.5	24.5	5.6	6.2	6.2	2.2	1.5	1.5
SD compared to MontCo	0.90 x less	1.03 x more	0.97 x less	0.89 x less	0.98 x less	1.06 x more	0.99 x less	0.87 x less	1.14 x more	0.87 x less	1.02 x more	1.14 x more	0.73 x less	1.07 x more	1.09 x more	0.93 x less	0.91 x less	0.91 x less
SD compared to State	0.85 x less	0.97 x less	0.92 x less	0.85 x less	0.92 x less	1.00 same	0.92 x less	0.74 x less	0.97 x less	0.93 x less	0.98 x less	1.08 x more	0.66 x less	0.94 x less	0.95 x less	0.59 x less	0.67 x less	0.67 x less
6th	16.3	18.2	12.3	3.1	3.4	3.7	0.8	0.5	0.7	3.9	3.5	3.8	1.1	0.3	0.1	0.0	0.3	0.3
8th	25.0	30.0	27.3	6.4	8.4	9.1	1.7	1.7	2.3	12.2	13.3	15.2	0.6	2.3	2.5	0.8	0.6	0.6
10th	47.1	48.0	47.0	19.3	19.6	23.6	6.8	5.6	8.8	33.3	32.3	34.7	5.0	10.2	8.0	0.6	1.3	1.3
12th	70.4	62.8	63.8	40.6	29.8	31.3	20.5	13.9	16.8	56.0	45.1	53.3	9.6	9.8	13.0	4.2	1.8	1.2
Section/Action Report Notes:	Include data about increases in 10th grade alcohol use as compared to the county numbers which are significantly lower; county 10th grade equals is only at 36.3%																	

Most Prevalent Sources of Alcohol	Gave Someone Money to Buy It			My Parents Provided It			Friends' Parents Provided It			Friends, Siblings Over 21 Provided			Took Without Permission		
	2017 page 21	2019 page 21	2021 page 21	2017 page 21	2019 page 21	2021 page 21	2017 page 21	2019 page 21	2021 page 21	2017 page 22	2019 page 22	2021 page 22	2017 page 22	2019 page 22	2021 page 22
School District	32.0	27.2	27.2	24.1	20.6	64.7	18.4	16.5	16.5	30.5	28.0	29.0	23.5	32.4	32.4
Montgomery County	31.9	28.0	28.0	22.9	25.6	26.6	15.3	18.2	18.2	27.5	25.0	28.0	32.0	35.3	35.3
State	29.6	26.7	26.7	23.1	25.7	25.7	16.2	17.9	17.9	25.4	23.8	23.8	33.2	34.3	34.3
SD compared to MontCo	1.00 x more	0.97 x less	0.97 x less	1.05 x more	1.11 x more	2.43 x more	0.94 x less	1.02 x more	1.02 x more	1.11 x more	1.00 same	1.00 same	0.81 x less	0.92 x less	0.92 x less
SD compared to State	1.08 x more	1.02 x more	1.02 x more	1.04 x more	1.15 x more	2.52 x more	0.79 x less	1.03 x more	1.03 x more	1.20 x more	1.18 x more	1.18 x more	0.73 x less	0.94 x less	0.94 x less
6th	9.0	12.5	12.5	12.6	13.0	67.8	9.8	12.5	12.5	18.6	12.5	12.5	18.6	12.5	12.5
8th	8.7	8.0	8.0	41.3	42.0	75.8	4.3	8.0	8.0	19.6	14.0	14.0	34.8	44.0	44.0
10th	25.2	23.0	23.0	23.9	29.6	45.7	16.1	20.7	20.7	30.2	21.5	21.5	30.9	34.8	34.8
12th	44.7	35.7	35.7	18.4	24.5	50.3	16.5	19.9	19.9	30.0	36.7	36.7	21.8	28.6	28.6
Section/Action Report Notes:															

Marijuana-, Vaping-, & Illegal Drug-Related Behaviors	Marijuana Use (Lifetime)			Marijuana Use (Past 30-Day)			Driving after Marijuana Use (Past Year)			Willing to Try Marijuana Before 21			Vaping Use (Past 30-Day)			Sold Illegal Drugs at School (Past 12 Months)			Offered Illegal Drugs at School (Past 12 Months)		
	2017 page 14	2019 page 14	2021 page 14	2017 page 15	2019 page 15	2021 page 15	2017 page 40	2019 page 40	2021 page 40	2017 page 20	2019 page 20	2021 page 20	2017 page 16	2019 page 16	2021 page 16	2017 page 40	2019 page 40	2021 page 40	2017 page 44	2019 page 44	2021 page 44
School District	14.9	18.1	18.1	8.3	9.6	9.6	2.3	2.1	2.1	13.8	16.1	16.1	16.1	14.9	14.9	2.4	1.9	1.9	9.3	10.7	10.7
Montgomery County	17.1	16.6	16.6	10.3	9.7	9.7	3.6	2.9	2.9	16.4	15.4	15.4	15.7	14.5	14.5	2.5	2.1	2.1	8.6	9.2	9.2
State	17.3	17.3	17.3	9.7	9.6	9.6	3.0	3.0	3.0	16.0	15.8	15.8	16.3	15.2	15.2	2.6	2.3	2.3	8.2	8.5	8.5
SD compared to MontCo	0.87 x less	1.09 x more	1.09 x more	0.81 x less	0.99 x less	0.99 x less	0.64 x less	0.72 x less	0.72 x less	0.84 x less	1.05 x more	1.05 x more	0.64 x less	1.03 x more	1.03 x more	0.96 x less	0.90 x less	0.90 x less	1.08 x more	1.16 x more	1.16 x more
SD compared to State	0.94 x less	1.05 x more	1.05 x more	0.95 x less	1.00 same	1.00 same	0.80 x less	0.70 x less	0.70 x less	0.86 x less	1.02 x more	1.02 x more	0.92 x less	0.79 x less	0.79 x less	0.92 x less	0.83 x less	0.83 x less	1.13 x more	1.26 x more	1.26 x more
6th	0.8	0.5	0.5	0.9	0.0	0.0	0.0	0.0	0.0	1.4	0.6	0.8	0.9	1.5	1.5	0.6	0.0	0.0	1.1	0.6	0.6
8th	4.2	5.4	5.4	2.4	2.9	2.9	0.2	0.4	0.4	6.0	7.2	7.2	5.9	9.2	9.2	1.0	1.0	1.0	4.5	6.8	6.8
10th	21.2	22.4	22.4	11.5	12.1	12.1	1.4	1.3	1.3	19.0	21.4	21.4	19.8	22.1	22.1	3.1	3.1	3.1	16.0	16.1	16.1
12th	42.8	43.5	43.5	23.3	23.2	23.2	9.0	6.4	6.4	36.4	33.8	33.8	23.8	25.4	25.4	5.8	3.4	3.4	18.2	17.8	17.8
Section/Action Report Notes:																					

Vaping Substances	Just Flavoring			Nicotine			Marijuana or Hash Oil			Other Substance			Don't Know		
	2017 page 17	2019 page 17	2021 page 17	2017 page 17	2019 page 17	2021 page 17	2017 page 17	2019 page 17	2021 page 17	2017 page 17	2019 page 17	2021 page 17	2017 page 17	2019 page 17	2021 page 17
School District	46.3	46.2	46.2	34.6	36.5	36.5	36.9	37.7	37.7	21.1	22.9	22.9	16.3	11.1	11.1
Montgomery County	44.8	39.4	39.4	31.6	55.5	55.5	20.6	37.2	37.2	14.4	17.7	17.7	16.9	15.3	15.3
State	46.4	46.4	46.4	29.4	56.6	56.6	20.5	26.6	26.6	13.3	22.0	22.0	16.2	13.8	13.8
SD compared to MontCo	1.02 x more	1.17 x more	1.17 x more	0.79 x less	1.02 x more	1.02 x more	1.25 x more	1.01 x more	1.01 x more	1.50 x more	1.71 x more	1.71 x more	0.95 x less	0.72 x less	0.72 x less
SD compared to State	0.99 x less	1.00 x less	1.00 x less	0.85 x less	1.02 x less	1.02 x less	1.98 x more	1.42 x more	1.42 x more	1.62 x more	1.45 x more	1.45 x more	1.02 x more	0.80 x less	0.80 x less
6th	15.0	13.4	15.4	5.6	7.4	16.4	6.0	6.6	6.6	5.0	7.7	7.7	10.6	7.6	7.6
8th	58.1	63.1	63.1	16.3	43.1	43.1	6.5	21.5	21.5	0.9	3.1	3.1	6.8	12.3	12.3
10th	72.4	48.9	48.9	17.1	63.0	63.0	25.7	37.8	37.8	3.8	2.2	2.2	12.4	11.1	11.1
12th	67.9	39.8	39.8	42.5	59.6	59.6	35.8	47.0	47.0	2.2	3.0	3.0	3.2	5.4	5.4
Section/Action Report Notes:															

Perception of Risk (Higher Numbers=Better)	Drinking 5+ Drinks Once/Twice Per Week			1 or 2 Drinks Nearly Every Day			Try Marijuana Once/Twice			Use Marijuana Once/Twice Per Week			Regular Marijuana Use		
	2017 page 68	2019 page 73	2021 page 73	2017 page 70	2019 page 75	2021 page 75	2017 page 71	2019 page 76	2021 page 76	2017 page 72	2019 page 77	2021 page 77	2017 page 68	2019 page 73	2021 page 73
School District	73.4	73.6	73.6	71.4	73.5	73.5	45.0	41.2	41.2	61.2	58.0	58.0	71.7	69.6	69.6
Montgomery County	79.2	75.9	75.9	71.6	71.9	71.9	42.6	43.4	43.4	59.9	60.9	60.9	72.3	72.4	72.4
State	71.2	71.5	71.5	66.1	67.4	67.4	42.6	42.4	42.4	57.5	57.8	57.8	68.9	69.1	69.1
SD compared to MontCo	0.93 x less	0.97 x less	0.97 x less	1.00 less	1.02 x more	1.02 x more	1.06 x more	0.95 x less	0.95 x less	1.02 x more	0.95 x less	0.95 x less	0.99 x less	0.96 x less	0.96 x less
SD compared to State	1.03 x more	1.03 x more	1.03 x more	1.08 x more	1.09 x more	1.09 x more	1.06 x more	0.97 x less	0.97 x less	1.06 x more	1.00 x more	1.00 x more	1.04 x more	1.01 x more	1.01 x more
6th	72.7	71.4	71.4	70.0	67.2	67.2	64.1	59.0	59.0	77.9	76.0	76.0	82.7	79.2	79.2
8th	77.6	75.5	75.5	73.1	73.8	73.8	57.4	56.1	56.1	71.9	70.0	70.0	79.1	79.3	79.3
10th	73.0	73.2	73.2	71.1	75.9	75.9	32.2	28.0	28.0	53.2	49.6	49.6	67.0	67.2	67.2
12th	69.1	73.7	73.7	71.4	75.8	75.8	19.7	24.8	24.8	35.6	38.8	38.8	53.8	54.3	54.3
Section/Action Report Notes:															

Peer/Individual Perceptions & Attitudes (Higher Numbers=Better)	Friends Think It Wrong for YOU To Use Alcohol Nearly Every Day			Friends Think It Wrong for YOU To Use Marijuana			Wrong for SOMEONE YOUR AGE To Use Alcohol Nearly Every Day			Wrong for SOMEONE YOUR AGE To Use Marijuana Once a Month+		
	2017 page 74	2019 page 74	2021 page 74	2017 page 74	2019 page 74	2021 page 74	2017 page 74	2019 page 74	2021 page 74	2017 page 74	2019 page 74	2021 page 74
School District	76.6	77.3	77.3	69.6	65.6	65.6	79.2	79.6	79.6	71.9	67.2	67.2
Montgomery County	79.1	79.3	79.3	69.1	69.6	69.6	77.2	78.6	78.6	69.0	68.1	68.1
State	74.6	74.6	74.6	68.2	68.4	68.4	72.4	74.9	74.9	68.3	67.1	67.1
SD compared to MontCo	0.98 x less	0.97 x less	0.97 x less	1.01 x more	0.94 x less	0.94 x less	1.03 x more	1.01 x more	1.01 x more	1.06 x more	0.99 x less	0.99 x less
SD compared to State	1.06 x more	1.04 x more	1.04 x more	1.02 x more	0.96 x less	0.96 x less	1.09 x more	1.06 x more	1.06 x more	1.02 x more	1.00 x more	1.00 x more
6th	89.7	90.3	90.3	83.3	92.1	92.1	90.2	90.1	90.1	94.3	92.5	92.5
8th	83.8	82.1	82.1	82.0	79.5	79.5	87.7	84.1	84.1	84.0	82.4	82.4
10th	69.2	71.1	71.1	58.6	54.1	54.1	72.1	74.3	74.3	58.7	54.2	54.2
12th	66.3	67.6	67.6	37.7	46.1	46.1	62.8	71.2	71.2	38.6	41.0	41.0
Section/Action Report Notes:												

Other Substance Use Data Sources (e.g. COVID Remote Learning, Substance-related referrals &/or discipline actions, etc.)	Data Point (town/city)			Data Point (town/city)			Data Point (town/city)			Data Point (town/city)			Data Point (town/city)			Data Point (town/city)		
	2017 page	2019 page	2021 page	2017 page	2019 page	2021 page	2017 page	2019 page	2021 page	2017 page	2019 page	2021 page	2017 page	2019 page	2021 page	2017 page	2019 page	2021 page
School District																		
Montgomery County																		
State																		
SD compared to MontCo																		
SD compared to State																		
6th																		
8th																		
10th																		
12th																		
Section/Action Report Notes:																		

VIDEO TUTORIAL
Reviewing Your Data

VIDEO TUTORIAL
Analyzing Data/Setting Priorities

HELPFUL HINT

While completing the data review, think about these questions:

- What is the overall impact of the issue?
- How severe is the issue?
- What has happened over time?
- How does the school district rate compare to the county/state rate?

SUBSTANCES

DOWNLOAD WORKSHEETS & EXAMPLES

SPECIAL NOTE ABOUT PERCEPTIONS & ATTITUDE SECTIONS:

- Just as in other sections, the SD compared to MontCo/State cells highlight with a color when your school district rates exceed that of the county/state rate. However, unlike other sections, exceeding the county/state rate is considered a positive direction in the Perception of Risk and Peer/Individual Perceptions & Attitudes Sections because higher numbers are better in these sections, so the colors have different meanings than in other sections.
- When your school district rate exceeds the county/state rate, the SD comparison will auto-highlight in one of the following ways:
  - Yellow = Slightly Higher
  - Orange = Moderately Higher
  - Red = Significantly Higher

IMPORTANT SECTION NOTE:

Unlike other data sections, no highlight in this section means your school district is statistically the same as the comparison number. Your team should pay SPECIAL ATTENTION to SD comparisons where NO HIGHLIGHT appears as this means your school district is either at or below the county/state average. Each text color means the following:

- Blue Text:
  Your school district is below the county/state rate (which is in a negative direction)
- Black Text:
  Your school district is statistically the same as county/state rate

Data Analysis

TEAM DISCUSSION

- Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.
- The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.
- The final responses from the discussion questions should be entered into the appropriate space available within this tool.
- Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION

- Following thorough team discussion, your team should preliminarily select and enter 3-5 substance use and related behavior concerns to consider for goal setting and tracking over time.
- Your team will narrow down these 3-5 concerns to 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  - Magnitude
  - Comparison
  - Severity
  - Time Trend
- Once your team has rated each concern, you will place your top 2-3 priorities in the section to the left. These data points will be used to create your problem statements.

DATA GAPS

- Are there other data that you feel is missing or is limited that could be valuable in this category in the future?

HELPFUL HINT

- In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen
- Click on the red corners of the consideration title cells to help you think about how to best rate each consideration.
- Hover over the cells with red corners view the definition of each service type. For more information about the County Mental Health Data, contact SAP@MontCoPa.org

SUBSTANCES

DOWNLOAD WORKSHEETS & EXAMPLES

TEAM DISCUSSIONS:

What are the top 3-5 areas where your students are doing well?

2019: Perscription and Over-the-Counter Medications, Cigarettes, Smokeless Tobacco; alcohol in 12th grade; binge drinking down in 10th and 12th grades; 12th graders down in driving after alcohol use.

2021:

What are the tope 3-5 most prevalent school and community issues found in your school district?

2019: Marijuana in 12th grade, Vaping Marijuana. Drunk or high at school (grade 10); getting alcohol from parents; marijuana lifetime. OFFERED ILLEGAL SUBSTANCES AT SCHOOL both 2017 and 2019; vaping nicotine big increase in all grades; vaping other substances in 2017 and 2019.

2021:

Which items showing as at or above the county/state rate stand out as potential concerns and why?

2019: Marijuana - 30-Day - 10th & 12th grades, vaping, Marijuana, Binge Drinking. The activities happening at school - being drunk or high and being offered drugs.

2021:

Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.

2019: Being drunk or high in school in both grade 8 and 10. increase in vaping in grade 8

2021:

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

2019: Grade 8 and grade 10. grade 8 vaping increasing.

2021:

Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.

2019:

2021:

Are there any items not listed in any of the questions above that stand out as a potential concern for a specific population (e.g. special needs students, demographic, etc.)? If yes, list and explain.

2019:

2021:

Other Comments

Use the following prioritization matrix below to further assist you in prioritizing your areas of concern:

Area of Concern	Magnitude	Severity	Time-Trends	Comparison	Grades, Locations or Subpopulations of Concern
2019: Offered illegal substances at school 2021:	3	5	Increasing	Much Higher (Red)	2019: Increased at grades 8 & 10 2021:
2019: Vaping marijuana 2021:	2	2	Increasing	Much Higher (Red)	2019: Overall vaping rates similar to county & less than state, increasing over time- with more students in district choosing to vape marijuana compared to state 2021:
2019: Being drunk at school 2021:	1	1	Increasing	Elevated (Yellow)	2019: Increased in Grade 8 & 10- elevated compared to county, same as state 2021:
2019: Increased use of marijuana 2021:	5	4	Increasing	Elevated (Yellow)	2019: Large increase in use between 10th & 12 grades 2021:
2019: Access to alcohol from parents 2021:	4	3	Increasing	Much Higher (Red)	2019: Lifetime alcohol rates are similar to state and county; reported rates are more prevalent than other substances 2021:

Substance Use and Related Behaviors Data Priorities

Prioritization Selection(s):	Specific Populations?	Brief Description/Notes:
2019: Marijuana & Vaping 2021:		2019: Increased rate of use in different forms 2021:
2019: Illegal Drugs 2021:		2019: Reported access at school 2021:
2019: Alcohol 2021:		2019: Most prevalent substance used 2021:

DATA GAPS:

What data are we missing?

ACTION REPORT:

Further details on what include in your Action Plan Report Ideas for what to include.

MENTAL HEALTH

Data Review

Visit page 5 for general directions on Data Review for this section.

CROSS TAB – DEPRESSION AND SUBSTANCE ABUSE

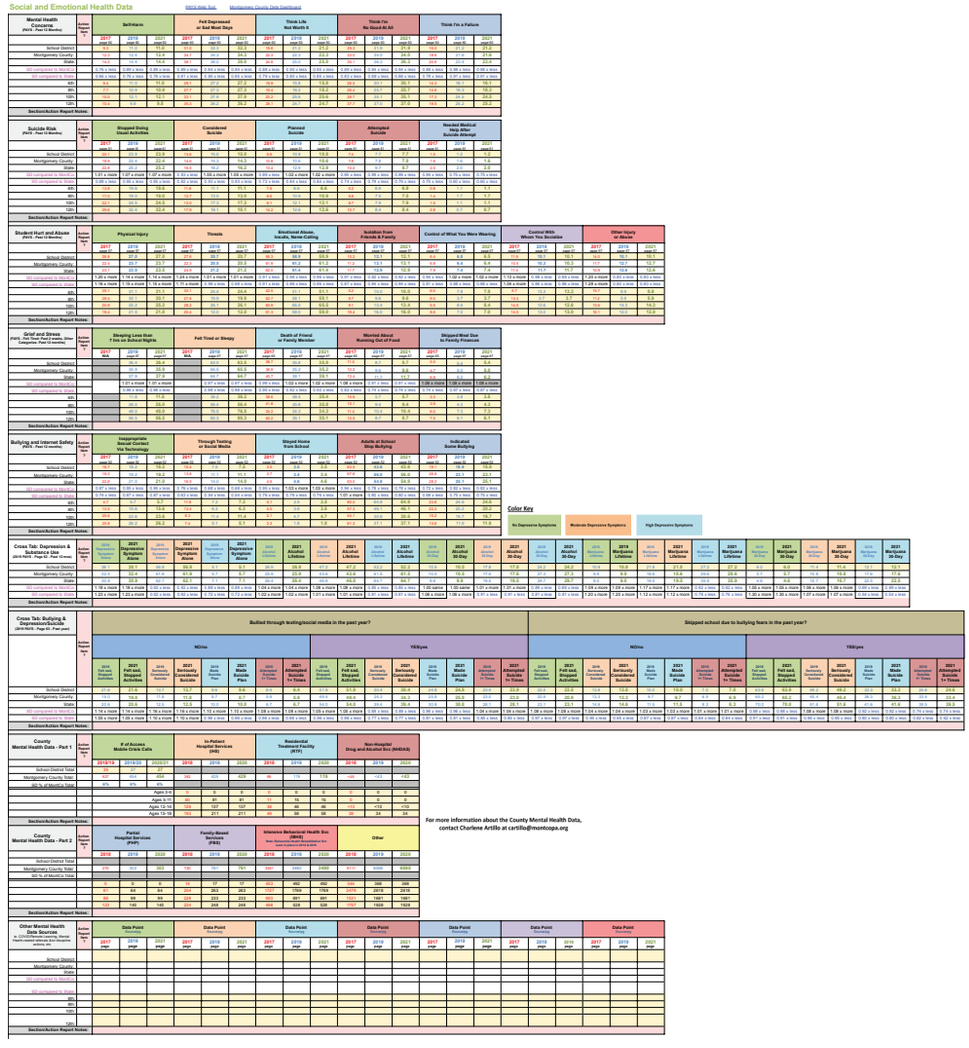
- Be sure to visit page 62 in your PAYS report to gain a better understanding of what this data is telling you.
- This section provides the opportunity for you to see different data points relate to each other, i.e. the link between those who report experiencing depressive symptoms and their substance use.
- This section showcases the direct link between the level of depressive symptoms and substance use. The color key listed to the right, provides you with a guide of the level of depression cross-tabulated with various substances.

CROSS TAB: BULLYING AND DEPRESSION/SUICIDE

- Be sure to visit page 63 in your PAYS report to gain a better understanding of what this data is telling you.
- This section provides the opportunity to see how different data points relate to each other, i.e. how those experiencing bullying also experience mental health issues such as depression/suicide.
- This chart shows the direct link between bullying and mental health issues. The blue and purple boxes show the number of respondents who answered yes or no to the questions listed in grey boxes above them. Again, showcasing a direct link between those who reported being bullied and serious mental health issues.

SPECIAL NOTES ABOUT COUNTY MENTAL HEALTH DATA

- The number of Access Mobile Crisis Calls are inclusive only of referrals made by your school district and are collected by school year.
- The remaining numbers are based on Magellan Behavioral Health claims for services funded through Medical Assistance for Montgomery County. These numbers DO NOT represent the total number of services received in your school district and they do not include alternatively -funded services. This data is not specific to your district because data records are collected by zip code and would not provide you with accurate information.



VIDEO TUTORIAL
Reviewing Your Data

VIDEO TUTORIAL
Analyzing Data/Setting Priorities

MENTAL HEALTH

DOWNLOAD WORKSHEETS & EXAMPLES

Data Analysis

Click the Substance Tab above to learn more.

TEAM DISCUSSION

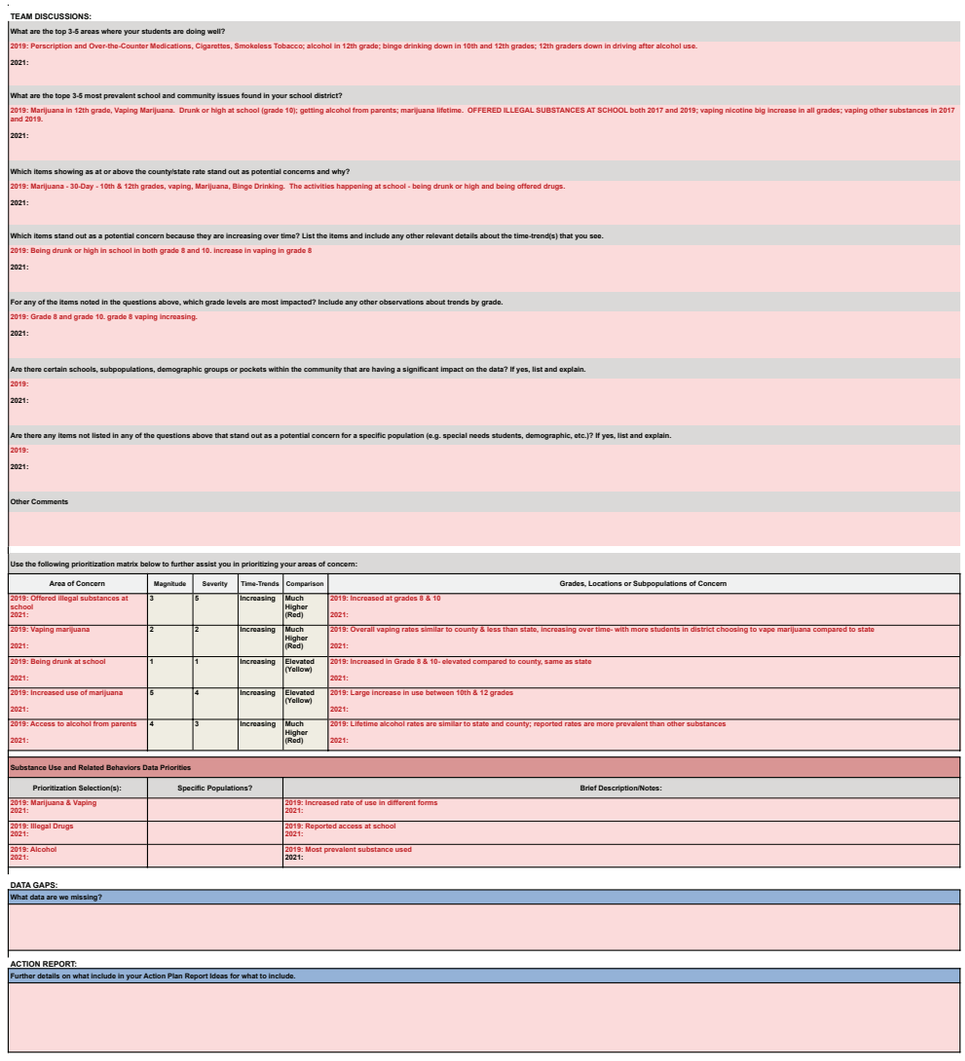
- Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.
- The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.
- The final responses from the discussion questions should be entered into the appropriate space available within this tool.
- Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION

- Following thorough team discussion, your team should preliminarily select and enter 3-5 substance use and related behavior concerns to consider for goal setting and tracking over time.
- Your team will narrow down these 3-5 concerns to 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  - Magnitude
  - Comparison
  - Severity
  - Time Trend
- Once your team has rated each concern, you will place your top 2-3 priorities in the section to the left. These data points will be used to create your problem statements.

DATA GAPS

- Are there other data that you feel is missing or is limited that could be valuable in this category in the future?



TEAM DISCUSSIONS:

What are the top 3-5 areas where your students are doing well?

2019: Perscription and Over-the-Counter Medications, Cigarettes, Smokeless Tobacco; alcohol in 12th grade; binge drinking down in 10th and 12th grades; 12th graders down in driving after alcohol use.

2021:

What are the tope 3-5 most prevalent school and community issues found in your school district?

2019: Marijuana in 12th grade, Vaping Marijuana. Drunk or high at school (grade 10); getting alcohol from parents; marijuana lifetime. OFFERED ILLEGAL SUBSTANCES AT SCHOOL both 2017 and 2019; vaping nicotine big increase in all grades; vaping other substances in 2017 and 2019.

2021:

Which items showing as at or above the county/state rate stand out as potential concerns and why?

2019: Marijuana - 30-Day - 10th & 12th grades, vaping, Marijuana, Binge Drinking. The activities happening at school - being drunk or high and being offered drugs.

2021:

Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.

2019: Being drunk or high in school in both grade 8 and 10. increase in vaping in grade 8

2021:

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

2019: Grade 8 and grade 10. grade 8 vaping increasing.

2021:

Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.

2019:

2021:

Are there any items not listed in any of the questions above that stand out as a potential concern for a specific population (e.g. special needs students, demographic, etc.)? If yes, list and explain.

2019:

2021:

Other Comments

Use the following prioritization matrix below to further assist you in prioritizing your areas of concern:

Area of Concern	Magnitude	Severity	Time-Trends	Comparison	Grades, Locations or Subpopulations of Concern
2019: Offered illegal substances at school 2021:	3	5	Increasing	Much Higher (Red)	2019: increased at grades 8 & 10 2021:
2019: Vaping marijuana 2021:	2	2	Increasing	Much Higher (Red)	2019: Overall vaping rates similar to county & less than state, increasing over time- with more students in district choosing to vape marijuana compared to state 2021:
2019: Being drunk at school 2021:	1	1	Increasing	Elevated (Yellow)	2019: Increased in Grade 8 & 10- elevated compared to county, same as state 2021:
2019: Increased use of marijuana 2021:	5	4	Increasing	Elevated (Yellow)	2019: Large increase in use between 10th & 12 grades 2021:
2019: Access to alcohol from parents 2021:	4	3	Increasing	Much Higher (Red)	2019: Lifetime alcohol rates are similar to state and county; reported rates are more prevalent than other substances 2021:

Substance Use and Related Behaviors Data Priorities

Prioritization Selection(s):	Specific Populations?	Brief Description/Notes:
2019: Marijuana & Vaping 2021:		2019: Increased rate of use in different forms 2021:
2019: Illegal Drugs 2021:		2019: Reported access at school 2021:
2019: Alcohol 2021:		2019: Most prevalent substance used 2021:

DATA GAPS:

What data are we missing?

ACTION REPORT:

Further details on what include in your Action Plan Report Ideas for what to include.

HELPFUL HINT

- In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen
- Click on the red corners of the consideration title cells to help you think about how to best rate each consideration.

SCHOOL/COMMUNITY

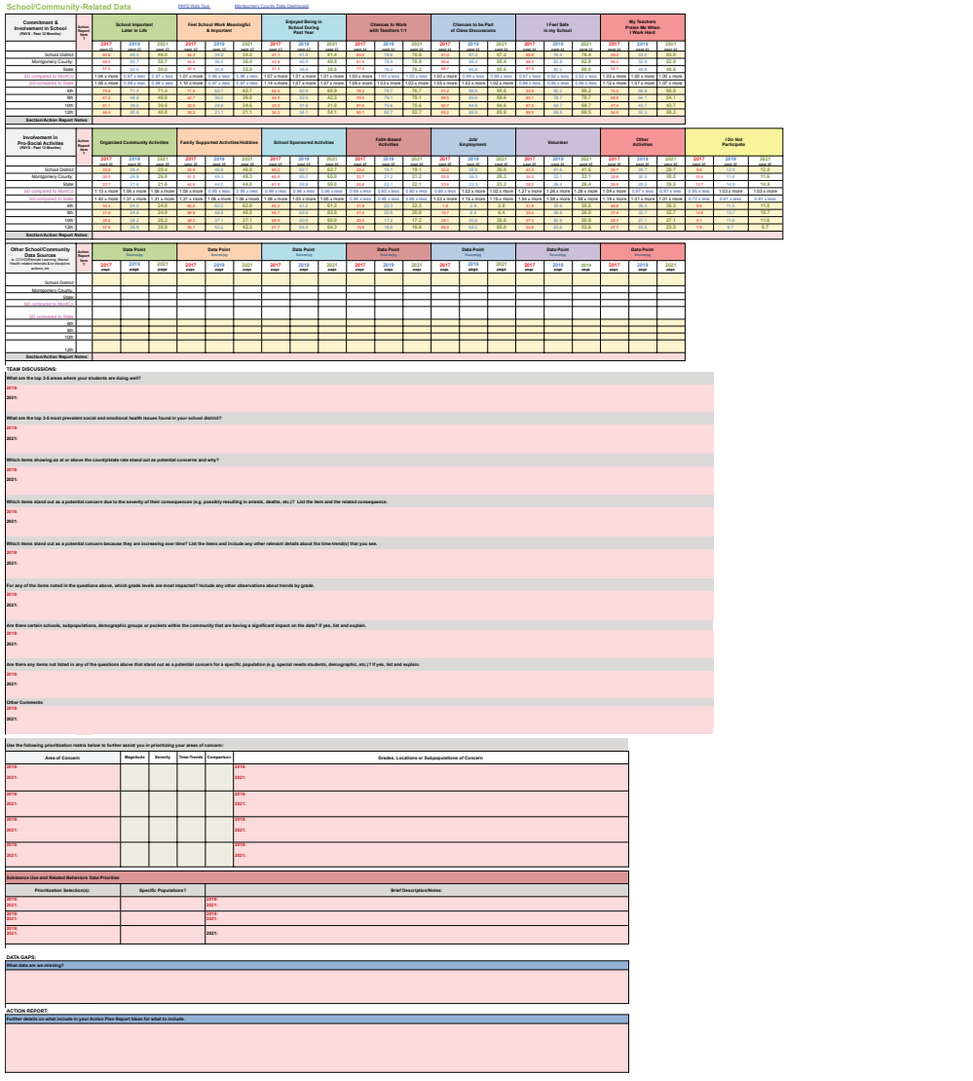
DOWNLOAD WORKSHEETS & EXAMPLES

Data Review

Visit page 4 to learn more about this section.

Data Analysis

Visit page 5 to learn more about this section.



School/Community-Related Data

PBIS Web Tool | Montgomery County Data Dashboard

Commitment & Involvement in School (Wk/9 - Past 12 Months)	Action Plan Target %	School Important Later in Life			Feel School Work Meaningful & Important			Enjoyed Being in School During Past Year			Chances to Work with Teachers 1:1			Chances to be Part of Class Discussions			I Feel Safe in my School			My Teachers Praise Me When I Work Hard		
		2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021
		(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)
School District		62.6	66.0	69.0	46.3	50.2	54.5	47.1	47.4	41.4	60.3	74.5	75.6	51.5	57.2	57.2	69.8	76.3	76.4	59.5	72.0	53.6
Montgomery County		69.5	70.7	65.7	46.2	52.4	52.4	42.5	42.9	40.9	61.8	72.9	70.3	50.8	59.2	55.4	69.3	72.3	72.3	56.4	70.5	52.3
State		67.2	70.2	62.0	45.2	52.9	51.3	41.3	39.8	38.6	61.2	74.2	70.2	50.7	59.9	55.6	67.9	72.7	69.9	55.7	70.9	49.6
SD compared to State?		1 GB a more	0.97 a less	6.97 a less	1.21 a more	2.36 a less	3.16 a less	5.87 a more	7.47 a more	2.81 a more	1.09 a more	1.61 a more	5.31 a more	1.69 a more	1.02 a more	1.61 a more	1.89 a more	3.69 a less	3.69 a less	1.17 a more	1.52 a more	1.07 a more
MS compared to State?		1 GB a more	0.98 a less	5.98 a less	1.10 a more	0.97 a less	0.97 a less	5.87 a more	1.14 a more	1.67 a more	1.07 a more	1.66 a more	1.53 a more	1.53 a more	1.55 a more	1.55 a more	1.54 a more	0.99 a less	0.99 a less	1.12 a more	1.67 a more	1.07 a more
6th		73.5	77.6	71.6	51.6	59.7	59.7	52.5	52.5	50.5	69.1	79.7	79.7	57.2	65.5	65.5	80.1	85.2	85.2	66.6	80.5	65.5
8th		67.2	68.6	68.6	42.7	39.6	39.6	44.6	44.6	44.6	70.6	75.1	75.1	49.5	59.6	59.6	80.1	75.7	75.7	59.6	54.1	54.1
10th		63.1	59.3	59.3	32.0	34.6	34.6	42.5	41.6	41.6	61.4	73.6	73.6	50.7	59.9	59.9	61.2	69.7	69.7	47.4	43.7	43.7
12th		66.4	69.8	69.8	36.2	41.1	41.1	34.2	34.1	34.1	60.1	62.7	62.7	53.2	58.9	58.9	64.2	68.3	68.3	54.6	52.2	58.3
Section/Action Report Notes:																						

Involvement in Pro-Social Activities (Wk/9 - Past 12 Months)	Action Plan Target %	Organized Community Activities			Family Supported Activities/Hobbies			School Sponsored Activities			Faith-Based Activities			Job/ Employment			Volunteer			Other Activities			I Do Not Participate		
		2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021	2017	2019	2021
		(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)	(###.#)
School District		32.9	35.4	35.4	40.9	46.8	46.8	40.9	42.7	42.7	23.4	19.3	19.3	34.8	34.8	26.8	43.8	41.6	41.6	39.7	29.7	29.7	9.9	10.0	12.3
Montgomery County		32.1	35.9	35.9	37.2	49.3	49.3	42.5	50.5	50.5	23.7	21.2	21.2	33.5	33.5	28.9	43.5	38.1	38.1	39.6	28.2	28.2	10.2	10.9	11.6
State		29.7	31.5	31.5	36.4	44.3	44.0	41.3	50.9	50.9	24.8	22.1	22.1	33.8	33.3	29.3	44.3	37.1	36.4	39.5	28.5	28.5	10.6	10.9	14.9
SD compared to State?		3.12 a more	3.58 a more	3.58 a more	4.58 a more	2.50 a less	2.80 a less	0.39 a less	8.20 a more	8.20 a more	1.27 a more	2.90 a less	2.90 a less	0.96 a less	1.52 a more	2.47 a more	0.54 a less	3.52 a more	5.26 a more	0.19 a more	1.21 a more	1.21 a more	0.72 a less	0.91 a less	1.42 a more
MS compared to State?		1.43 a more	1.31 a more	1.31 a more	1.21 a more	1.56 a more	1.56 a more	1.56 a more	1.53 a more	1.53 a more	0.94 a less	0.40 a less	0.40 a less	1.53 a more	1.15 a more	1.54 a more	1.58 a more	1.19 a more	1.31 a more	1.20 a more	0.72 a less	0.91 a less	0.91 a less			
6th		34.5	34.5	34.5	46.4	50.5	50.5	42.6	44.6	44.6	22.6	22.6	22.6	33.3	33.3	28.3	44.6	38.5	38.5	39.3	28.3	28.3	9.8	10.3	11.8
8th		31.9	34.9	34.9	38.9	49.8	49.8	44.7	53.9	53.9	21.4	20.9	20.9	32.7	34.4	30.4	44.0	39.5	39.5	41.6	30.7	30.7	10.8	10.7	15.7
10th		34.5	39.2	39.2	40.2	47.1	47.1	39.5	50.0	50.0	25.0	17.2	17.2	33.1	33.6	26.6	47.3	42.5	42.5	39.7	27.1	27.1	9.1	10.0	11.6
12th		27.6	25.9	25.9	40.7	52.2	52.2	41.7	54.0	54.0	19.6	13.6	13.6	35.5	33.9	28.9	39.8	33.9	33.9	37.7	23.3	23.3	7.5	8.7	6.7
Section/Action Report Notes:																									

Other School/Community Data - Be Looking (Wk/9 - Past 12 Months) Number of health-related referrals from Discipline actions, etc	Action Plan Target %	Data Point Number			Data Point Number			Data Point Number			Data Point Number			Data Point Number			Data Point Number			Data Point Number			Data Point Number		
		2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)	2017 (###)	2019 (###)	2021 (###)
School District																								
Montgomery County																								
State																								
SD compared to State?																								
MS compared to State?																								
6th																								
8th																								
10th																								
12th																								
Section/Action Report Notes:																								

TEAM DISCUSSIONS:

What are the top 3-5 areas where your students are doing well?

2019:

2021:

What are the top 3-5 most prevalent social and emotional health issues found in your school district?

2019:

2021:

Which items showing as at or above the county/state rate stand out as potential concerns and why?

2019:

2021:

Which items stand out as a potential concern due to the severity of their consequences (e.g. possibly resulting in arrests, deaths, etc.)? List the item and the related consequence.

2019:

2021:

Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.

2019:

2021:

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

2019:

2021:

Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.

2019:

2021:

Are there any items not listed in any of the questions above that stand out as a potential concern for a specific population (e.g. special needs students, demographic, etc.)? If yes, list and explain.

2019:

2021:

Other Comments

2019:

2021:

Use the following prioritization matrix below to further assist you in prioritizing your areas of concern:

Area of Concern	Magnitude	Severity	Time Trends	Comparison	Grades, Locations or Subpopulations of Concern
2019:					2019:
2021:					2021:
2019:					2019:
2021:					2021:
2019:					2019:
2021:					2021:
2019:					2019:
2021:					2021:

Substance Use and Related Behaviors Data Priorities

Prioritization Selection(s):	Specific Populations?	Brief Description/Notes:
2019:		2019:
2021:		2021:
2019:		2019:
2021:		2021:
2019:		2019:
2021:		2021:

DATA GAPS:

What data are we missing?

ACTION REPORT:

Further details on what include in your Action Plan Report ideas for what to include:

VIDEO TUTORIAL
Reviewing Your Data

VIDEO TUTORIAL
Analyzing Data/Setting Priorities

HELPFUL HINT

- In-depth instructions are included In each tool, simply click on the cells with red corners for instructions to appear on your screen

RISK & PROTECTION

DOWNLOAD WORKSHEETS & EXAMPLES

Risk Factors

DATA REVIEW:

- Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.
- The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.
- The final responses from the discussion questions should be entered into the appropriate space available within this tool.
- Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION:

- Following thorough team discussion, your team should preliminarily select and enter 4-5 RPF concerns to consider for prioritization and tracking over time. Your team will want to focus on RPF concerns that are most related to your problem behaviors outlined in your logic model. Each priority RPF should connect to at least one problem statement, but it is likely that one RPF will connect to multiple problem statements.
- Your team will narrow down these 4-5 concerns to a minimum of 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  - Magnitude
  - Level of Importance
  - Time Trends
  - Comparison
  - Changeability

Domains	Risk Factors	2017 School District % (page 93)	2019 School District % (page 95)	2021 School District % (page 95)	2021 County % (page 95)	2021 State % (page 105)	2021 SD compared to 2021 MontCo:	2021 SD compared to 2021 State:	2021 6th Grade SD %	2021 8th Grade SD %	2021 10th Grade SD %	2021 12th Grade SD %	High Risk at Grade Level?	Action Report Item ?
COM	Low Neighborhood Attachment	34	36	36	38	43	0.95 x less	0.84 x less	32.8	29.5	36.0	47.0	Yes - 6, 8	Yes
COM	Perceived Availability of Drugs	26	25	25	25	28	1.00 same	0.89 x less	28.1	23.0	24.7	24.6	Yes	
COM	Perceived Availability of Handguns	15	17	17	16	25	1.06 x more	0.68 x less	11.1	13.1	19.4	23.2		Yes
COM	Laws and Norms Favorable to Drug Use	25	33	33	34	39	0.97 x less	0.85 x less	35.8	27.2	37.3	32.0		
FAM	Family History of Antisocial Behavior	29	27	27	27	31	1.00 same	0.87 x less	31.0	25.1	25.6	26.9		
FAM	Poor Family Management	32	33	33	34	35	0.97 x less	0.94 x less	37.6	34.3	36.1	26.0		
FAM	Parental Attitudes Favorable Toward Drug Use	26	31	31	29	33	1.07 x more	0.94 x less	10.8	26.6	45.3	39.1		
FAM	Parental Attitudes Favorable Toward ASB	38	43	43	45	48	0.96 x less	0.90 x less	43.5	40.6	47.5	39.1		
FAM	Family Conflict	34	35	35	33	34	1.06 x more	1.03 x more	30.7	32.3	37.0	41.4		
SCHL	Academic Failure	33	37	37	36	37	1.03 x more	1.00 same	32.3	34.3	41.2	41.2		
SCHL	Low Commitment to School	39	49	49	49	51	1.00 same	0.96 x less	38.5	51.4	58.1	43.5		
P-I	Rebelliousness	23	19	19	22	24	0.86 x less	0.79 x less	17.8	15.2	19.5	22.3		
P-I	Gang Involvement	14	12	12	11	12	1.09 x more	1.00 same	9.3	10.9	13.1	16.0		
P-I	Perceived Risk of Drug Use	45	46	46	46	49	1.00 same	0.94 x less	45.5	41.3	45.1	51.9		
P-I	Attitudes Favorable to Drug Use	32	36	36	37	39	0.97 x less	0.92 x less	14.3	39.8	44.8	39.3		
P-I	Attitudes Favorable to ASB	31	36	36	37	38	0.97 x less	0.95 x less	37.1	33.1	39.6	33.1		
P-I	Sensation Seeking	28	29	29	31	33	0.94 x less	0.88 x less	35.4	27.3	31.8	22.9		
P-I	Rewards for Antisocial Behavior	30	29	29	30	31	0.97 x less	0.94 x less	11.2	30.8	35.5	35.6		
P-I	Friends' Use of Drugs	21	20	20	22	25	0.91 x less	0.80 x less	6.8	20.6	23.3	25.7		
P-I	Interaction with Antisocial Peers	21	22	22	21	25	1.05 x more	0.88 x less	15.2	17.9	22.8	30.1		
P-I	Depressive Symptoms	30	35	35	36	38	0.97 x less	0.92 x less	27.6	30.1	39.9	39.7		
	Total Risk	33	37	37	38	41	0.97 x less	0.90 x less	37.4	39.6	37.7	33.5		

Domains	Protective Factors	2017 School District % (page 94)	2019 School District % (page 96)	2021 School District % (page 96)	2019 County % (page 96)	2019 State % (page 106)	2021 SD compared to 2021 MontCo:	2021 SD compared to 2021 State:	2019 6th Grade SD %	2019 8th Grade SD %	2019 10th Grade SD %	2019 12th Grade SD %	Low Protection at Grade Level?	Action Report Item ?
COM	Community Rewards for Prosocial Involvement	46	43	43	40	40	1.08 x more	1.08 x more	41.2	52.7	38.2	38.5	Yes - 10, 12	
FAM	Family Attachment	71	65	65	67	62	0.97 x less	1.05 x more	69.1	66.0	62.2	62.4	Yes - 10,12	
FAM	Family Opportunities for Prosocial Involvement	69	65	65	65	62	1.00 same	1.05 x more	61.5	71.4	63.4	61.4		
FAM	Family Rewards for Prosocial Involvement	69	64	64	64	60	1.00 same	1.07 x more	65.1	72.1	59.2	58.0		
SCHL	School Opportunities for Prosocial Involvement	57	49	49	49	46	1.00 same	1.07 x more	59.7	49.7	40.3	47.9		
SCHL	School Rewards for Prosocial Involvement	59	50	50	51	48	0.98 x less	1.04 x more	63.3	54.5	39.9	45.4		
P-I	Belief In the Moral Order	58	59	59	58	58	1.02 x more	1.02 x more	42.9	61.3	60.3	67.3		
P-I	Religiosity	42	37	37	37	37	1.00 same	1.00 same	44.7	39.2	35.7	29.4		
	Total Protection	64	59	59	58	54	1.02 x more	1.09 x more	60.2	63.1	56.7	55.6		

VIDEO TUTORIAL
NA Tool Tab 5: Analyzing/Prioritizing Your RPFs

HELPFUL HINT

- In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen
- Hover over the cells with red corners to help you think about how to best rate each consideration. Once your team has rated each concern, you will place your top 2-3 RPF priorities in the section to the left and note if there are special populations that will be a focus of the priority.

RISK & PROTECTION

DOWNLOAD WORKSHEETS & EXAMPLES

Protective Factors

DATA ANALYSIS:

- Review your school district data found in this tool. The numbers in School District % columns represent the total scores for your district for each administration. It is important that you take a closer look at the data found for specific grade levels that are most impacting the data.
- To gain a better understanding of each PF score, your team is encouraged to review the questions that were included in the survey. Seven of the eight PF scores are determined by combining the scores of multiple questions while the Religiosity PF is based solely on one question. The RPF Definitions and Scale Questions are defined in your PAYS report.
- Just as in the risk factor section, the SD compared to MontCo/State cells in the PF section also highlight with a color when your school district rates exceed that of the county/state rate. However, unlike the RF section, exceeding the county/state rate is considered a positive direction in the PF Section because higher numbers are better, so the colors have different meanings here than in other sections.
- When your school district rate exceeds the county/state rate, the SD comparison will auto-highlight in one of the following ways:
  - Yellow = Slightly Higher
  - Orange = Moderately Higher
  - Red = Significantly Higher
  - No highlight means your school district is statistically the same as the comparison number.

DATA GAPS:

- Are there risk/protective factor data you that feel is missing or is limited that could be valuable in this category in the future?

What are the top 3-5 risk/protective factors where your students are doing well?
2019: Community rewards for prosocial involvement
2021:
What are the five (5) highest total score risk factors? What are the three lowest (3) total score protective factors? *(Found in column E)*
2019: Perceived risk of drug use, family attitudes favorable toward ASB, low commitment to school
2021: Five (5) Highest Total Score Risk Factors - Three (3) Lowest Total Score Protective Factors -
NEW!! **Which risk factors were selected as high risk risk when analyzing each grade? Which protective factors were selected as low protection when analyzing each grade? List the grade and risk/protective factor.**
2021: High Risk Factors by Grade - Low Protective Factors by Grade -
Which risk factors showing as above the state rate, and protective factors below the state rate, stand out as potential concerns and why? i.e. Risk factors that are low but above the county/state rate, may be less of a concern as compared to a risk factor that is impacting more youth but falls under the state rate.
2019: school opportunities and school rewards for prosocial involvement are relatively lower
2021:
Which risk/protective factors stand out as a potential concern because they are increasing/decreasing over time? List the items and include any other relevant details about the time-trends you see.
2019: Religiosity
2021:
Review the CTC Risk Factors & Related Behaviors Chart located to the right to have a better understanding of how RF related to problem behaviors. Which risk/protective factors are likely the most influential on the problems you prioritized in the Substances, Mental Health, and School-Comm tabs?
2019: Perceived availlability of handguns
2021:
For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.
2019: Grade 12 - perceived availlability of guns and lower neighborhood attachment
2021:
Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
2019:
2021:
Are there risk/protectove not listed in any of the questions above that stand out as a potential concern for a specific population (e.g. special needs students, demographic, etc.)? If yes, list and explain.
2019:
2021:
Other Comments
2019:
2021:

HELPFUL HINT

- Remember: LOWER scores for risk factors are better and HIGHER scores for protective factors are better

SMART GOALS

DOWNLOAD WORKSHEETS & EXAMPLES

Setting Your Goals

Setting Long-Term Behaviors, Perceptions, and Attitudes (BPAs) SMART Goals:

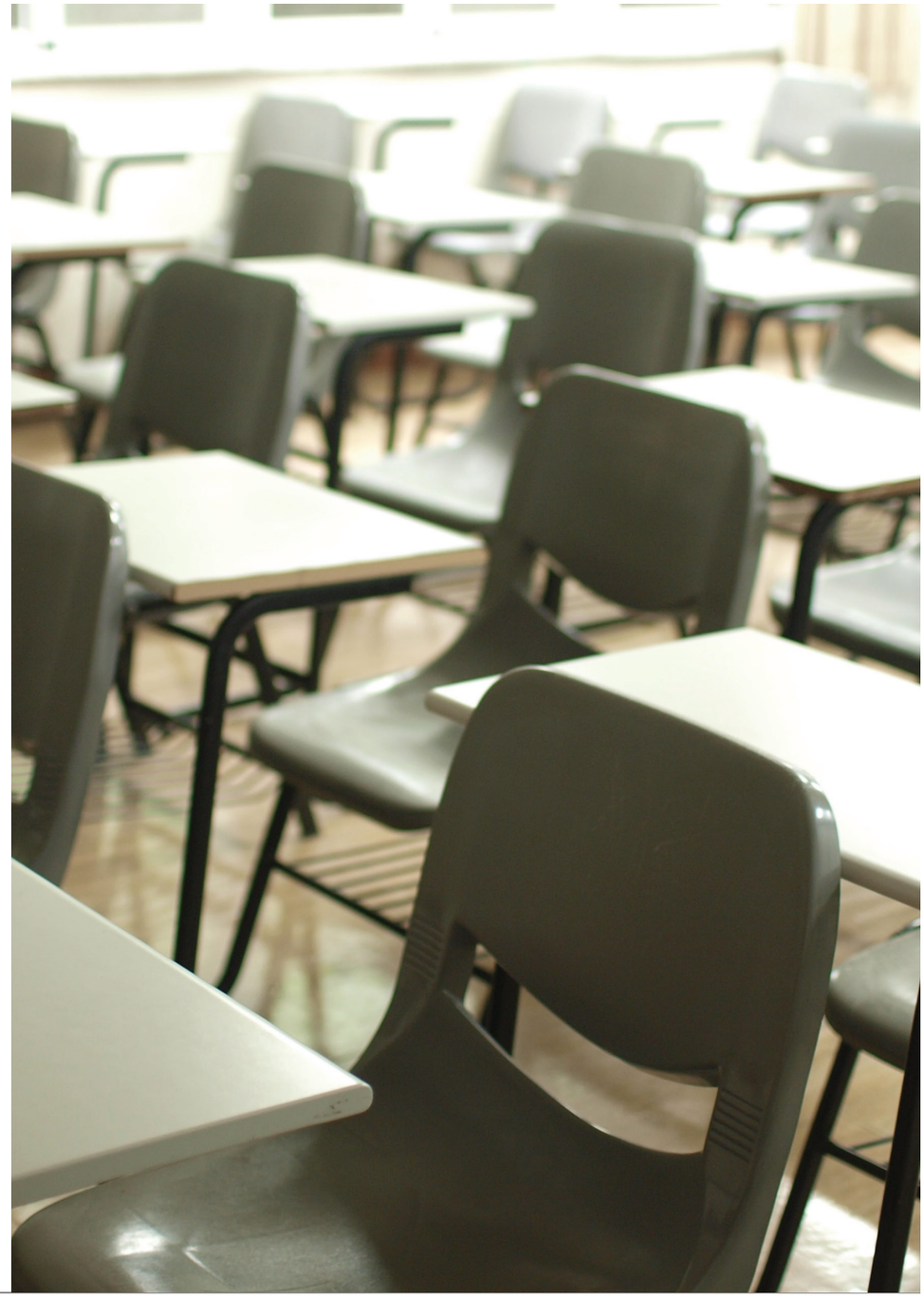
- Write SMART Goals for each Behavior, Perception, Attitude related to your problem statement; set goals 7-9 years in the future. An example is provided in row 6.

Setting Long-Term Risk & Protective Factors (RPFs) SMART Goals:

- Write SMART Goals for each Risk &/or Protective Factor related to your problem statement; set goals 7-9 years in the future. An example is provided in row 13.

Biennial Benchmarks Tracking:

- After determining the amount of change you are targeting over time, determine the bi-annual benchmark that needs to be achieved to reach your long-term goal.
- You will determine your bi-annual benchmark by taking the total amount of desired change and divide it by the number of years you have set in your goal. For decimals, simply round to the next whole number if desired. See the example in your tool for further information.
- You will then track your progress in the upcoming years.
- To calculate the biennial target benchmark, simply subtract your Target Goal from your Baseline and divide by the number of administrations you plan to track your goal.



VIDEO TUTORIAL
NA Tool Tab 6:
Writing Your Goal Statements

SMART GOALS

DOWNLOAD WORKSHEETS & EXAMPLES

LONG-TERM BEHAVIOR, PERCEPTION, and ATTITUDE (BPA) GOALS

	Direction of Change	Grade	Behavior, Perception, or Attitude		% Change	2019 Baseline Number	Target Goal Number	Data Type (%/Rate)		Data Source		Target Date	2021 Benchmark	2021 Actual	2023 Benchmark	2023 Actual	2025 Benchmark	2025 Actual	2027 Benchmark/ Target	2027 Actual	2029 Target	2029 Actual
TO	Decrease	8	Vaping Marijuana	BY	50%	21	10	%	AS MEASURED BY	PAYS	BY	2029	19		17		14		12		10	
TO	Decrease	12	Lifetime Marijuana Use	BY	50%	44	22	%	AS MEASURED BY	PAYS	BY	2029	40		35		31		27		22	

LONG-TERM RISK AND PROTECTIVE FACTOR (RPF) GOALS

	Direction of Change	Grade	Risk or Protective Factor		% Change	2019 Baseline Number	Target Goal Number	Data Type (%/Rate)		Data Source		Target Date	2021 Benchmark	2021 Actual	2023 Benchmark	2023 Actual	2025 Benchmark	2025 Actual	2027 Benchmark/ Target	2027 Actual	2029 Target	2029 Actual
TO	Decrease	6, 8, 10, 12 Combined	Parental Attitudes Favorable to Drug Use	BY	50%	31	15	%	AS MEASURED BY	PAYS	BY	2029	31		27		23		20		15	
TO	Decrease	6, 8, 10, 12 Combined	Peer/Individual Attitudes Favorable to Drug Use	BY	50%	36	18	%	AS MEASURED BY	PAYS	BY	2029	32		28		24		20		18	

S

SPECIFIC
Be clear and specific so your goals are easier to achieve. This also helps you know how and where to get started!

M

MEASURABLE
Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.

A

ATTAINABLE
Are you able to take action to achieve the goal? Actionable goals ensure the steps to get there are within your reach.

R

RELEVANT
Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.

T

TIME BOUND
a date helps us stay focused and motivated, inspiring us and providing something to work towards.

HELPFUL HINT

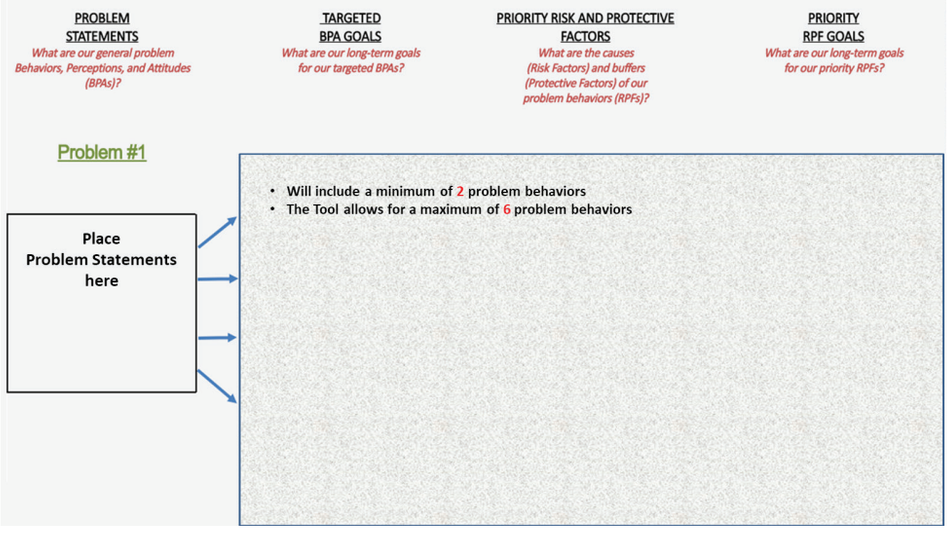
- Remember: Risk and Protective Factors relate to more than once behavior, so you will most likely use your Risk and Protective Factors more than once and can simply copy and paste for each reuse

LOGIC MODEL

Creating Your Logic Model

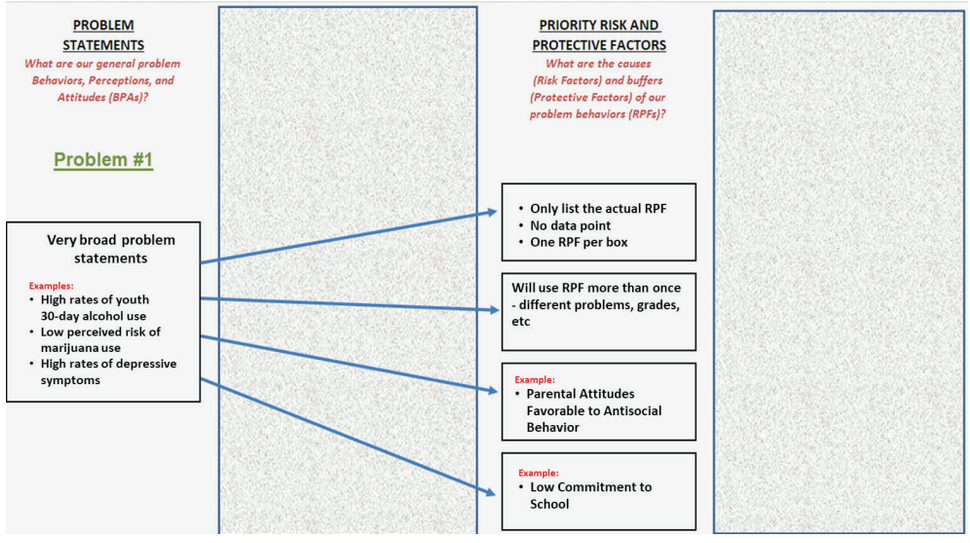
PROBLEM STATEMENT

- Use the problem areas to identified in the Substances, Mental Health, School-Community data analysis to create broad problem statements that define the issues seen in your school district. Use the Developing Your Problem Statements Worksheet to create the statements and write one problem statement in each box labeled Problem #x.
- These should be very general, broad statements that define the problems for your school district and not the exact data point that will be tracked over time. These statements should be broad statements such as:
  - High rates of youth alcohol use
  - High rates of youth reporting depressive symptoms
- It is important to note that the more broadly the problem statement is written, the higher the likelihood that there will multiple data points that can be used to measure the success of your efforts over time. For example:
  - Problem Statement: High rates of youth alcohol use
  - Possible data points to track over time: 30-day alcohol use, lifetime alcohol use, driving under the influence, perception of harmfulness of drinking one or more drinks each day



PRIORITY RPF

- Take each priority RPF determined while working in the RPF tab and connect them to each problem statement where you feel they are having the most impact. Since RPFs relate to more than one problem, you will most likely use each RPF more than once.
- At a minimum, provide at least one RPF for each problem statement. If applying more than one RPF to a problem statement, place only one RPF in each box.



Check out pages 15 and 16 for instructions and completed examples.

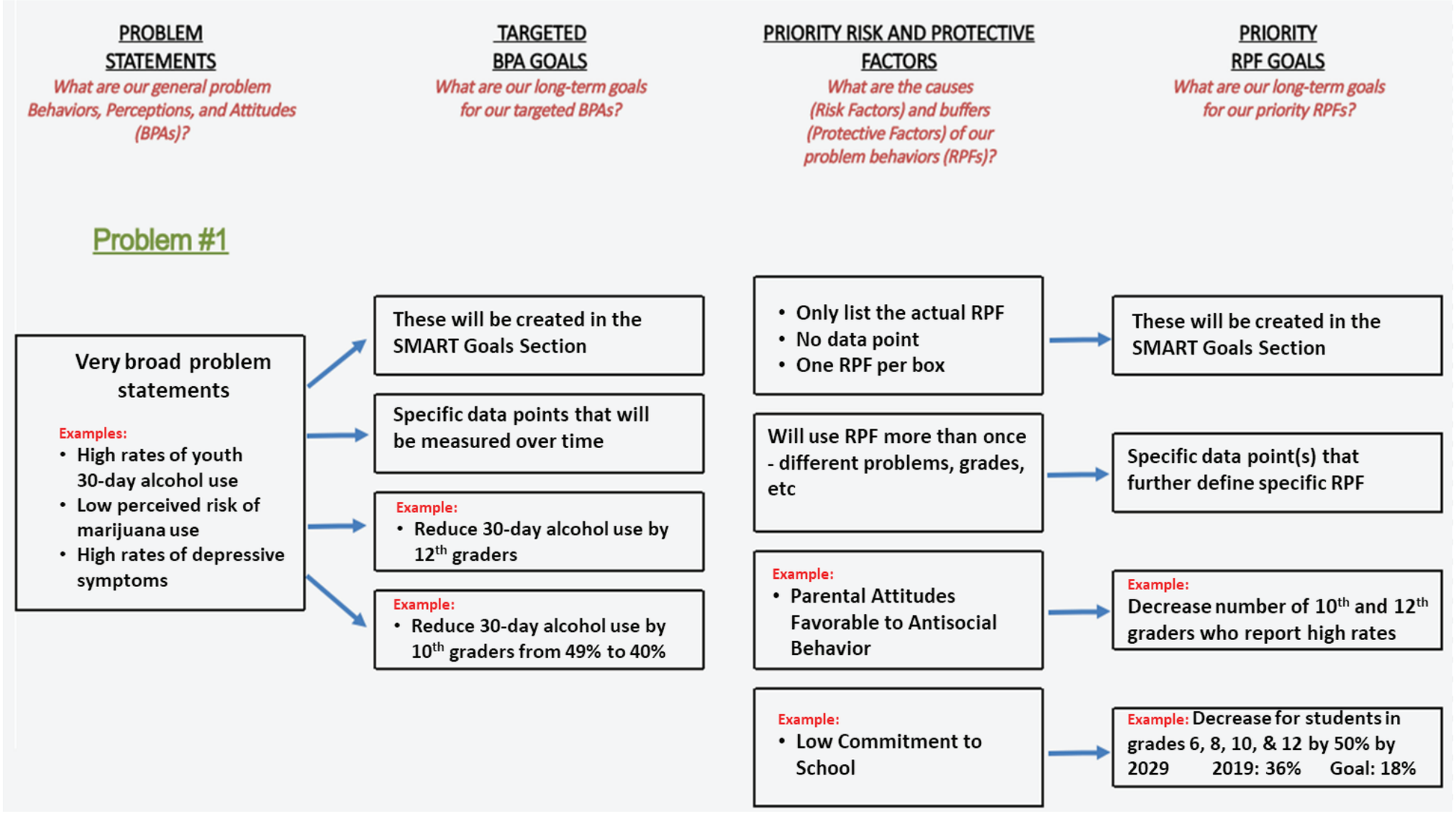
HELPFUL HINT

- The actual data points that will be measured will be identified and goals will be written in the SMART Goals Section of the tool.
- The rest of the Logic Model will be filled out as your team progresses through the tool.

LOGIC MODEL

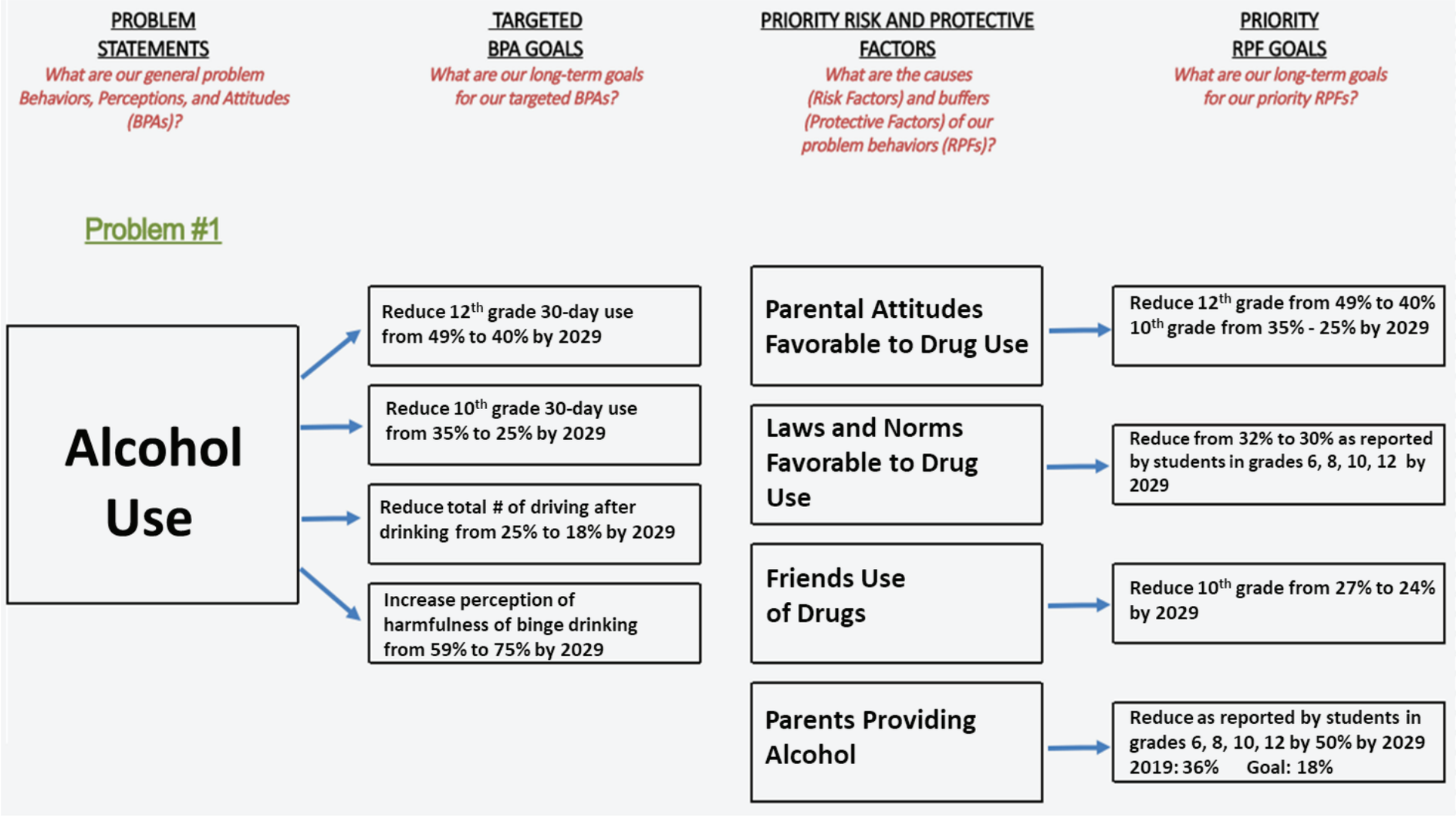
TARGETED BPA & PRIORITY RPF GOALS

- Put each goal created in the SMART Goals Tab into the correlated box.
- Put only one goal in each box.



LOGIC MODEL

COMPLETED LOGIC MODEL



VIDEO TUTORIAL
NA Tool Tab 7:
Creating Your Logic Model

RESOURCE ASSESSMENT

COMING SOON!

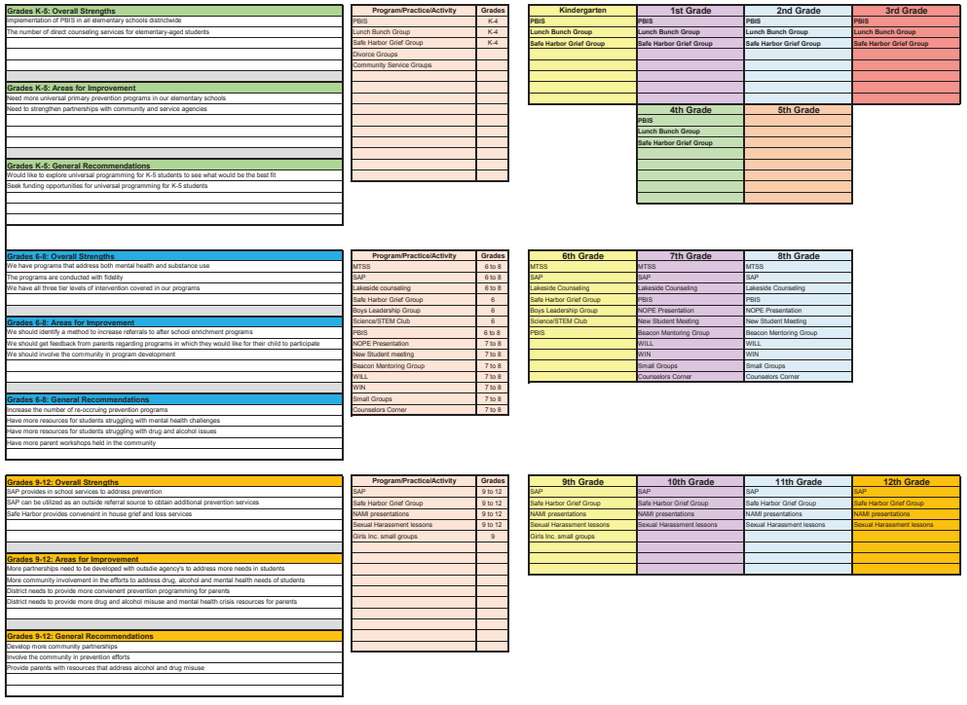
Creating Your Resource Assessment

USING YOUR NEEDS ASSESSMENT TO GUIDE YOUR RESOURCE ASSESSMENT

- Your Goals and Logic Model tabs from your Needs Assessment have been incorporated into your Resource Assessment Tool
- Use these tabs to when considering what resources to include in your assessment
- Remember: You only want to list the resources that are directly related to your Risk/Protective
- Factor priorities determined in during your Needs Assessment

SUMMARIZING YOUR RESULTS

- Columns A-F will pre-populate from input from each grade-level tab from the analysis sections
- You must scroll down to see grades 9-12
- To create your “landscape”, simply transfer information from columns E & F into the appropriate grade-level boxes; this will pre-populate your Landscape Tab



Grades K-5: Overall Strengths
Implementation of PBIS in all elementary schools districtwide
The number of direct counseling services for elementary-aged students

Grades K-5: Areas for Improvement
Need more universal primary prevention programs in our elementary schools
Need to strengthen partnerships with community and service agencies

Grades K-5: General Recommendations
Would like to explore universal programming for K-5 students to see what would be the best fit
Seek funding opportunities for universal programming for K-5 students

Program/Practice/Activity	Grades
PBIS	K-4
Lunch Bunch Group	K-4
Safe Harbor Grief Group	K-4
Divorce Groups	
Community Service Groups	

Kindergarten	1st Grade	2nd Grade	3rd Grade
PBIS	PBIS	PBIS	PBIS
Lunch Bunch Group	Lunch Bunch Group	Lunch Bunch Group	Lunch Bunch Group
Safe Harbor Grief Group	Safe Harbor Grief Group	Safe Harbor Grief Group	Safe Harbor Grief Group

4th Grade	5th Grade
PBIS	
Lunch Bunch Group	
Safe Harbor Grief Group	

Grades 6-8: Overall Strengths
We have programs that address both mental health and substance use
The programs are conducted with fidelity
We have all three tier levels of intervention covered in our programs

Grades 6-8: Areas for Improvement
We should identify a method to increase referrals to after school enrichment programs
We should get feedback from parents regarding programs in which they would like for their child to participate
We should involve the community in program development

Grades 6-8: General Recommendations
Increase the number of re-occuring prevention programs
Have more resources for students struggling with mental health challenges
Have more resources for students struggling with drug and alcohol issues
Have more parent workshops held in the community

Program/Practice/Activity	Grades
MTSS	6 to 8
SAP	6 to 8
Lakeside counseling	6 to 8
Safe Harbor Grief Group	6
Boys Leadership Group	6
Science/STEM Club	6
PBIS	6 to 8
NOPE Presentation	7 to 8
New Student meeting	7 to 8
Beacon Mentoring Group	7 to 8
WILL	7 to 8
WIN	7 to 8
Small Groups	7 to 8
Counselors Corner	7 to 8

6th Grade	7th Grade	8th Grade
MTSS	MTSS	MTSS
SAP	SAP	SAP
Lakeside Counseling	Lakeside Counseling	Lakeside Counseling
Safe Harbor Grief Group	PBIS	PBIS
Boys Leadership Group	NOPE Presentation	NOPE Presentation
Science/STEM Club	New Student Meeting	New Student Meeting
PBIS	Beacon Mentoring Group	Beacon Mentoring Group
	WILL	WILL
	WIN	WIN
	Small Groups	Small Groups
	Counselors Corner	Counselors Corner

Grades 9-12: Overall Strengths
SAP provides in school services to address prevention
SAP can be utilized as an outside referral source to obtain additional prevention services
Safe Harbor provides convenient in house grief and loss services

Grades 9-12: Areas for Improvement
More partnerships need to be developed with outside agency's to address more needs in students
More community involvement in the efforts to address drug, alcohol and mental health needs of students
District needs to provide more convienent prevention programming for parents
District needs to provide more drug and alcohol misuse and mental health crisis resources for parents

Grades 9-12: General Recommendations
Develop more community partnerships
Involve the community in prevention efforts
Provide parents with resources that address alcohol and drug misuse

Program/Practice/Activity	Grades
SAP	9 to 12
Safe Harbor Grief Group	9 to 12
NAMI presentations	9 to 12
Sexual Harassment lessons	9 to 12
Girls Inc. small groups	9

9th Grade	10th Grade	11th Grade	12th Grade
SAP	SAP	SAP	SAP
Safe Harbor Grief Group	Safe Harbor Grief Group	Safe Harbor Grief Group	Safe Harbor Grief Group
NAMI presentations	NAMI presentations	NAMI presentations	NAMI presentations
Sexual Harassment lessons	Sexual Harassment lessons	Sexual Harassment lessons	Sexual Harassment lessons
Girls Inc. small groups			

COMING SOON!

VIDEO TUTORIAL

Introducing Your Resource Assessment/Service Request Process and Tool

COMING SOON!

VIDEO TUTORIAL

RA Tabs 3-5: Conducting Your Resource Assessment

COMING SOON!

VIDEO TUTORIAL

RA Tabs 6-8: Creating Your Resource Landscape & Exploring Opportunities

HELPFUL HINT

- Programs, Practices and Strategies and Areas of Strength and Challenge will pre-populate into your Summary Tab!

SERVICE REQUESTS

County-Funded Service Requests

ENGAGING YOUR SERVICE PROVIDER

Your service provider is a valuable member of your Resource Assessment Team! They are poised to assist you in selecting programs and services that will best fit your needs by assisting you with better understanding the outcomes and objectives of each county-offered activity and providing you with knowledge of what it will take to implement each activity to determine if it is a feasible selection for your district.

COUNTY-FUNDED PREVENTION PROGRAM REQUESTS

After reviewing the Summary Tab, complete this tab to show what your recommendations are for your prevention plan. All programs and strategies list here are those supported by Montgomery County Offices of Drug & Alcohol (D&A) and Mental Health (MH). Review eligible requests from supplemental program guide.

Please note these special implementation adaptations:

- Too Good for Drugs: You are allowed to only do 8 sessions with this program, but it is recommended that you do the 10 sessions as designed. Please note this adaptation request in the comments section and your service request will be adjusted accordingly.

Botvin Life Skills requires multi-grade implementation:

- 7th Grade implementation also requires 6th grade implementation
- 8th Grade implementation also 6th and 7th grade implementation
- Hints to keep in mind when developing your requests:
- Evidence-Based Programs are required to be facilitated by your SAP/ Prevention provider to fidelity by Montgomery County SCA to fulfill state funding parameters.
- A teacher or staff member from your district must be present in the classrooms for the entirety of the lesson.
- SAP/Prevention providers staffing capacity necessitates schedules that are created with back-to-back activities. Final details of programs and scheduling will be agreed upon between providers and districts and contingent on availability of funding.
- If you'd like to discuss the scope of county-funded services prior to completing this section, please contact SAP@MontCoPa.org.

County-Funded Prevention Program Requests

Program Name	School Building Name	In what grade will this program implemented at this school?	What type of service is this? New, Continuation, or Expansion	What is the total # of classrooms in which this program will be implemented?	How many sessions are included in the program?**	How long is each session?	Grand Total Number of Sessions for This School	Comments
Too Good for Drugs (K-3)	PQR Elementary	3rd	New	4	10	0.5	40	Implement in one health class per grade; Est.
Too Good for Drugs (K-3)	DEF Elementary	3rd	New	4	10	0.5	40	Implement in one health class per grade; Est.
Too Good for Drugs (K-3)	XYZ Elementary	3rd	New	6	10	0.5	60	Implement in one health class per grade; Est.
Too Good for Drugs (K-3)	ABC Elementary	3rd	New	4	10	0.5	40	Implement in one health class per grade; Est.
Botvin Life Skills Training (3-5)	ABC Elementary	4th	New	4	8	0.75	32	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	Kindergarten	Continuation	5	12	0.75	60	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	1st	Expansion	6	12	0.75	72	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	2nd	Expansion	5	12	0.75	60	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	3rd	Continuation	5	12	0.75	60	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	4th	Continuation	5	12	0.75	60	Implement in one class per grade; Estimated
Second Step (K-5)	XYZ Elementary	5th	Continuation	6	12	0.75	72	Implement in one class per grade; Estimated
			TOTALS	54	120		596	

COMING SOON!

VIDEO TUTORIAL
Requesting County Prevention Services

HELPFUL HINT

- Use the Other Desired Prevention Activities section as your WISH LIST of strategies/activities that you would like to include in your prevention landscape!

SERVICE REQUESTS

STUDENT ASSISTANCE PROGRAM (SAP) SCHOOL TEAM & GROUP REQUESTS

Be sure to list all schools that are requesting services from an SAP School Team Montgomery County Offices of D&A and MH issued SAP policies to guide the formation and facilitation of SAP Services by your SAP provider. SAP Provider agencies may not meet with a student without parental/caregiver permission for any reason, including group participation.

SAP Providers and school districts agreement around the following will allow for the greatest opportunity for partnership:

- Availability of a confidential space with access to a phone
- Flexibility for student release to meet when the provider staff is on-site at your school, a process by which permission for participation in county-funded SAP Services is provided by the district to the SAP Provider staff
- While your district is welcomed to create and implement your own SAP policies & protocols, we encourage you to reach out to your service provider for more information and to answer questions regarding policies for all county-funded services.

Student Assistance Program (SAP) Team Service Requests							
Provide list of school building names where you are requesting SAP Team services.	Does this school currently have an SAP Team?	Service Type: New, Continuation, or Expansion	How often would you like for your SAP provider to attend your SAP Team Meeting?	Projected number of SAP Team Meetings per year SAP provider will attend	How long do you anticipate a typical SAP Team Meeting will last?	Total Number of Service Hours	If known, list the days of the week and times your SAP team meetings will be held.
ABC High School	Yes	Expansion	Monthly	10	1	10	Second Tuesday of every month from Aug-Jun
XYZ Middle School	No	New	Bi-Weekly	19	1	19	Every other week from Sept 1st - May 31st
PQR Elementary	Unsure	Don't Know	As Needed	10	0.5	5	Services to begin from Oct 1st - May 31st
			TOTALS	39		34	

SERVICE REQUESTS

Other Desired Prevention Activities

In this section you will list other prevention activities not being offered by the county that you would like to conduct; these activities will be supported by funding sources other than county funding.

Other Desired Prevention Activities				
Which priority Risk/Protective Factor is driving this need?	**Program/Practice/Strategy (PPS) Name**	**Grade Level**	**Possible Funding Source(s)**	**Comments**

ACTION PLAN

Creating Your Action Report

Montgomery County
Office of Drug & Alcohol

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MONTCOPA.ORG